

Grade 2	Month	Big Ideas	Enduring Understanding	Essential Questions	Goals	Performance Based Assessment
2A	September/ October	Decisions	Readers understand that knowing the structure of a story helps them comprehend the text. • Writers understand that use of details, descriptive language, and dialogue enhances writing. • Learners will explore content to understand that people make decisions based on their needs and wants.	How do readers identify beginnings and endings? How does using details describing actions, thoughts, and feelings make stories more interesting?	Readers will describe the structure of a story, with a special emphasis on beginnings and endings. Writers will write a narrative that recounts a sequence of events using beginnings, endings, and details to describe actions, thoughts, and feelings. EXPLORE CONTENT Learners will explore content to recognize that people make decisions based on their needs, wants, and the availability of resources.	DECISION STORIES Children will create a narrative using one of the texts from the module. They will create a character who needs or wants to buy something. Children will decide, as the author of this story, whether or not the character is able to buy it. They will use strong story structure of a beginning and ending, and include details to convey thoughts, actions, and feelings of their characters. TARGET STANDARD Common Core Learning Standard W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
2B	October/November	Decisions	Readers understand that questions help clarify and extend ideas. • Writers understand that authors use details and facts to support an opinion. • Learners will explore content to understand that people make decisions based on their needs, wants, and availability of resources.	Why does asking questions about a text help readers understand it better? How do writers support opinions through reasons and explanations?	Readers will ask and answer questions about details and information in a text. Writers will write an opinion using reasons to express their main purpose. EXPLORE CONTENT Learners will explore content to recognize how people make choices based on needs, wants, and resources available.	DECISION MAKERS Using the information from Do I Need It? Or Do I Want It? and the persuasive writing examples from I Wanna Iguana, children will write an opinion piece that introduces what they want, states their opinion, supplies reasons that support their opinion, and concludes their piece. They will use linking words that connect their reasons to their opinions. TARGET STANDARD Common Core Learning Standard W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
2B	November/December	Community Relationships	Readers understand the main topic in a text, and find supporting facts to prove it. • Writers understand that facts and definitions develop points and help readers understand what the author wants to explain, answer, or describe. • Learners will explore content to understand that people in communities have different experiences based on where they live	How do readers compare and contrast two facts on the same topic? How do writers use explanatory details to develop points?	Readers will identify ways in which communities are connected through reading different texts and identifying main ideas. Writers will write an expository piece with a main point and supporting facts. EXPLORE CONTENT Learners will explore content to recognize the differences between rural and urban communities	Rural Communities Children will draw a rural scene from On the Farm. Children will include details about the rural community they have chosen based on the text and illustrations in On the Farm. Children will include important features, such as the people, plants, animals, and/or activities that can be found in that community. TARGET STANDARDS Common Core Learning Standard W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
2A	January	Community Relationships	Readers understand relationships between characters through the events and challenges in a story. • Writers understand that details and signal words help readers sequence events in a story. • Learners will explore content to understand that relationships matter to a community.	How does connecting with the characters help readers connect to a story? How do writers create characters that readers can relate to?	Readers will identify points of view of characters. Writers will create stories from the points of view of familiar characters. EXPLORE CONTENT Learners will explore content to develop their own opinions about characters and how they respond to their situations and interact in their communities.	A New Scene Children will write a narrative in which they add a scene to Charlotte's Web. They will choose a specific line from the text and insert their scene after that line. They will focus on one or two characters. TARGET STANDARD Common Core Learning Standard W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
2A	February	Development	Readers understand the role text features and text structures play in reading informational texts. • Writers understand that incorporating multiple resources make research-based writing stronger. • Learners will explore content to understand that researchers build ideas from multiple texts.	How do readers get information from text features and use text features to locate information? How do writers gather ideas from different sources?	Readers will use the chronological narrative text structure in a biography in order to understand the story of a person's life. Writers will create a biographical sketch using multiple texts as sources. EXPLORE CONTENT Learners will explore content to understand how one person's life can reveal big ideas about history concepts.	BIOGRAPHICAL SKETCHES Children will research another person from history who was a big idea thinker and who has made a significant contribution in the United States. The research will focus on his/her everyday life, how this person was an innovator and creator of ideas, and the contributions he/she made to our country. Children will conduct shared research and work together to present a biographical sketch in the form of a Q/A on their chosen person. Each child will be responsible for 3 questions and answers. TARGET STANDARD Common Core Learning Standard W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
2A	March	Journeys	Readers understand that texts on the same topic have similarities and differences. • Writers understand that biographies tell the story of a person's journey and include actions, thoughts, and feelings. • Learners will explore content to understand that personal journeys impact historical development and change in communities.	How can you read across texts on the same topic? How do writers use reasons to support opinions about events and experiences?	MODULE GOALS Readers will compare and contrast main ideas from two texts on the same topic. Writers will compose an opinion with reasons to support their points. Learners will explore content to understand cause and effect relationships and how they impact a community.	THE LESSONS OF JOHNNY APPLESEED Children will consider Johnny Appleseed and the five lessons he taught: use what you have, share what you have, respect nature, try to make peace, and you can reach your destination by taking small steps. Children will choose one of the five lessons and write their opinion of why they think this lesson is still important to follow in today's world. Children will explain how Johnny lived by this lesson and how they can, too. Children will support their opinion with reasons. TARGET STANDARD Common Core Learning Standard W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
Poetry	April	Characteristics	Readers understand the structure of poetry and identify different types of poetry such as acrostic poems, haiku, cinquain. Writers understand the characteristics of different types of poetry. Learners will explore content to understand that different poems have different characteristics	How can readers identify different types of poetry? How can writers use elements from different poems in their own poetry?	Readers will understand the different types of poetry and the structure of each. Writers will create three different types of poems and compare each one. Learners will explore the different components of poetry and be able to distinguish between each type.	Poetry Children will create either an acrostic, haiku, or cinquain poem and explain the components of his/her poem. Target Standard Common Core Learning Standard W.2.11 Create and present a poem, narrative, play, art work or personal response to a particular author or theme studied in class, with a support as model.
Folktales/Fairytales	May/June	Comparison	Readers understand the characteristics of fairytales and folktales and compare each. Writers understand the components of fairytales and folktales. Learners will explore several different fairytales and folktales and discuss similarities and differences	How can readers identify the characteristics of fairytales and folktales? How can writers understand the components of fairytales and folktales?	Readers will understand the similarities and differences between fairytales and folktales. Writers will compare and contrast fairytales and folktales and write three similarities and three differences for each.	Fairytales and Folktales Children will compare and contrast two or more versions of the same story by different authors or from different cultures. Target Standard Common Core Learning Standard RL.2.9 Compare and contrast two or more versions of the same story by different authors or from different cultures. RL.2.11 Make connections between self, text, and the world around them